



SELF-EFFICACY IN RELATION TO FEMINIST IDENTITY AMONG WOMEN TEACHER EDUCATORS

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ABSTRACT

Present study was undertaken to investigate the significance of relationship between self-efficacy and feminist identity. Study was conducted on 200 women teacher educators selected randomly from colleges of education of Punjab. The results of the study showed a significant relationship exists between self-efficacy and feminist identity of women teacher educators and significant difference exists in self-efficacy of women teacher educators with low and high feminist identity. This study highlights the need to develop feminist identity of women teacher educators which help in the development of self efficacy.

KEYWORDS: Self-efficacy, Feminist Identity, Teacher Educators.

Introduction

Good teachers are enthusiastic, friendly, easy-going, able to develop rapport with learners, committed to the growth of their students, approachable, interested in learners as people and always conscious of their status as role models. In other words, they should have a sense of believe that they can make a difference to the lives of the students they are teaching i.e. self-efficacy in them. They must feel their professional work is bringing about positive change in their pupil. Teachers with self-efficacy find teaching meaningful and rewarding. Researches has shown higher is the induced level of self-efficacy, greater is the performance achievement (Bandura, 1977). Individuals with high self-efficacy work harder and longer than individuals with low self-efficacy (Wood & Bandura, 1989). It affects effort in doing a task, persistence, interest, expressed and difficulty level of goal selected for performance (Gist, 1987).

Self efficacy perception is also effective in individual's future goals. Individuals with high self efficacy perception also have high levels of future goals and they endeavor to attain these goals. On the other hand, individuals with low self efficacy perception have rather modest goals, which are easier to attain. Because such individuals do not believe they can even do more, they are unable to use their capacities fully, and fail to reach the required performance (Woolfolk et al 1990).

Teacher self efficacy perception is one of the major determining factor in class room management as well. Teachers with high instructional self efficacy perception endeavor spending their time in the class room mainly with academic studies and productive activities aiming student development, while with low level of self efficacy use their teaching periods to solve discipline and noise problems and to talk about mistakes made by students (Bandura, 1977).

Teacher efficacy is a teacher's judgment of his or her capabilities to bring about desired outcomes of students engagement and learning, even among those students who may be difficult or unmotivated (Tschannen and Hoy 2000)

Collins (2001) conceptualized female identity as consisting of multiple elements, organized in one of the two ways: a whole with multiple parts and a collection of multiple parts. The first is an integrated identity where all the elements are connected to each of the other elements, and the second is the contextual identity where the connection of elements depends on situational variables. The multiple identities include traditional categories of occupation, relationships, religion, politics, race and sexual orientation, but also add other areas such as age, socio-economic class, vocational interests and feminism.

Feminist Identity is mostly interpreted as feminist consciousness or the beliefs, representing conformity with particular social or political ideology. Feminist identity is how women perceive and discover themselves to be born into a different identity, i.e., an identity of their own and what is their role and status in society. In simplest terms, it is defined as identity of females being a human being only. Woman in her entire life plays a variety of roles as a wife, a mother, a sister, a friend etc. but her actual identity lies in being a human being. The identity of an Indian woman does not stand alone; her identity is wholly defined by her relationships to others. The fact that a woman defines herself in relation and connection to other people holds truth for Indian women. There is a need to foster feminist identity in women to recognize that their identities are of importance and that it is possible to make an effort to change the circumstances of their lives.

In present times, women worldwide are occupied in the course of redefining their own reality and problems of society from the standpoint of their own experi-

ences. Thus, the issue of identity is crucial for women since they are considered as the repositories of culture and symbols of identity.

Emergence of the Problem

As we know that the member of no other profession is so closely and personally involved in the lives of almost all the people of the community other than teacher. For this, teacher's own identity should be sound. There should be no conflicts and inner turmoil within teacher. The entire edifice of education is shaken if the teachers are weak and ineffective and are unable to discover themselves because a strong sense of self enables women to feel good about them whereas a weak identity tends to be accompanied by insecurity, low self-esteem and a loss of identity. Ascertaining a sense of identity is a central task in human development and it is very important for a teacher as woman to have a strong sense of identity of her. Self-efficacy is the extent or strength of one's belief in one's own ability to complete tasks and reach goals. Psychologists have studied self-efficacy from several perspectives, noting various paths in the development of self-efficacy; the dynamics of self-efficacy, in many different settings; interactions between self-efficacy and self-concept; contribute to self-efficacy. Teachers with a high self-efficacy are competent and effective in their teaching. Teachers with a poor general and subject knowledge and a low self-image turn out to be inept and incompetent in their teaching. It is the teacher educator upon whom rests the task of developing the sense of identity among pupil teachers and it can be done successfully only when teacher educator herself is not suffering from loss of identity. As teacher educators shape the personality of the future teacher so they must have self efficacy. Teacher educators' self efficacy not only contributes for the student teachers' achievements but it also essential for educators' professional growth and happiness.

Teacher efficacy straightway seems to be naturally related to feminist identity of women teachers. The relationship would be deemed as invariably existing and invariably positive. Yet, as one goes through the research works already accomplished, one is surprised and even almost shocked to find no studies on the relationship of teacher efficacy and feminist identity. It has been studied in relation to self, self esteem, job and life satisfaction, role related identity structures, role expectations and role performance, gender, socialization, subjective well being, values and life satisfaction (Evans, 1985; Kantamma, 1990; Hota, 1990; Vanmathi, 1992; Balakrishnaveni, 1996; Srivastava, 1999; Jones & McEwen, 2000; Carpenter & Johnson, 2003; Graham et al., 2004; Gordon & Whelan-Berry, 2004; Olsson & Walker, 2004; Varma & Dhawan, 2006; Rederstoff, 2007; Leaper & Arias, 2011; Cichocka et al., 2013; and Kaur, 2013) which reveal that understanding of one's identity as a woman is very important. The same is applicable on women teacher educators also because understanding of their own identity will influence their teaching. Thus, the investigator incorporated the task of investigating the relationship between teacher efficacy and feminist identity of women teacher educators teaching in the state of Punjab.

Objectives

1. To find out the relationship of self-efficacy and feminist identity of women teacher educators.
2. To compare the self-efficacy of women teacher educators with low and high feminist identity.

Hypotheses of the Study

1. There exists a significant relationship between self-efficacy and feminist identity of women teacher educators.

2. There exists a significant difference in self-efficacy of women teacher educators with low and high feminist identity.

Method and Procedure

Descriptive survey method was used in the present study.

The Sample of the Study

The sample consisted of 200 women teacher educators selected randomly from the colleges of Education of Punjab (India).

Tools Used

- Occupational Self Efficacy Scale (OSSES) by Pethe, Chandhari and Dhar (2006)
- Feminist Identity Test (FIT) by Bawa and Sharma (2012)

Results and Discussion

To investigate the significance of relationship between self-efficacy and feminist identity Pearson's coefficient of correlation was worked out and the value is given in the table below:

Table. 1. Showing value of Coefficient of correlation between Self Efficacy and Feminist Identity

S.No.	Variables	Sample	S.D	Coefficient of correlation	Level of Significance
1.	Self Efficacy	100	8.388	.199	Significant at 0.05 level
2.	Feminist Identity	100	6.137		

Table no. 1. shows that value of correlation between Self Efficacy and Feminist Identity is 0.199 which is significant at 0.05 level. Thus Hypothesis 1 stating "There exist a significant relationship between self-efficacy and feminist identity of women teacher educators" is retained.

Significance of Difference of Means

To investigate the significance of difference between the means, if any, for Self-Efficacy in relation to High and Low Feminist Identity among women teacher educators were assessed in terms of their scores and t-test was employed.

Table. 2. Significance of the Difference between Means of Self Efficacy of Women Teacher Educators with High and Low Feminist Identity

Groups	N	Mean	S.D	t-ratio	Level of Significance
Self-Efficacy of women teacher educators with High Feminist Identity.	25	77.8	14.15	2.11	Significant at 0.05 level
Self-Efficacy of women teacher educators with Low Feminist Identity.	25	68.44	17.23		

Table.2. revealed that the mean scores of Self-Efficacy of women teacher educators with High feminist identity and with low feminist identity are 77.8 and 64.44 respectively and their standard deviation are 14.15 and 17.23 respectively. The t-ratio is 2.11 with df= 24 which is significant at .05 level of confidence. Therefore the hypothesis 2 stating "There exists a significant difference in self-efficacy of women teacher educators with low and high feminist identity" is retained.

Conclusions and Educational Implications

In this present study the value of correlation between self-efficacy and feminist identity was 0.199 which is significant at 0.05 level. This implied that self-efficacy and feminist identity of women teacher educators are positively correlated. Study also revealed that the mean scores of self-efficacy of women teacher educators with High feminist identity and with Low feminist identity are 77.8 and 64.44 respectively and their standard deviations are 14.15 and 17.23 respectively. The t-ratio was 2.11 which is significant at 0.05 level of confidence which implied that self-efficacy of women teacher educators with high feminist identity is also high than self efficacy of women teacher having low feminist identity.

This study will benefit the administrators to conduct activities and programs and provide such environment for teachers that may help in enhancing their self efficacy. Teachers with high sense of efficacy exhibit greater enthusiasm for teaching (Allinder 1994). Self efficacy can make a difference to people's way of thinking, feeling and acting. With respect to feelings, a low sense of self efficacy is associated with depression, anxiety and helplessness. People with low self efficacy also harbour pessimistic thoughts about their performance and personal development.

Since feminist identity is crucial appendage in teacher efficacy of women teachers in the field of education, human societies need to be aware of the factors that contribute to the feminist identity of women teachers working in educational

institutions and also the factors that are highly against it. This awareness would lead to undertake the steps that can effectively contribute to their feminist identity and will also influence their self efficacy.

This study reveals a positive significant relationship between self efficacy of women teacher educators and feminist identity. Hence, its results have practical implications for teachers. They should make sincere and persistent efforts to enhance commitment towards work, have control, and be always ready to accept challenges coming their way, which tends to enhance high teacher efficacy.

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